

Grades K-2	Level 1-2: Entering/Beginning	Level 3-4: Developing/Expanding	Level 5: Bridging
<b>MPS</b> <b>Literacy</b> <b>Strand One:</b>  <b>Language</b> <b>Structures</b> <b>and</b> <b>Vocabulary</b> <b>Development</b>	Nouns € singular € plural € with conjunction and € Subject pronouns € Cardinal numbers Verbs € command form € Simple present tense - affirmative € negative commands € Present progressive € Be (is, am, are) and BE + NOT € Contractions € Have € Don't have Syntax € Sentence pattern: Verb + noun marker + noun Adjectives € colors Prepositions € to, in, on, under WH- question words € who, what, where, when	Nouns € Vocabulary necessary to recognize rhyming sounds € Lexical sets € Opposites: concept and common examples Verbs € Simple past (questions, negative forms) € Simple present tense – negative question € Was, were € Future with going to € Simple past - regular € Future with will € Contractions Syntax € Short answers € Subject + (BE) + VERB + ing € Subject + (BE) + VERB + ing + NOUN Adverbs € Sequencing for retelling: first, next, finally Prepositions € over, behind, near, next to	Nouns € Object pronouns € Possessive pronouns € Count/non-count nouns € Word families Verbs € Simple past – irregular € VERB + to + VERB € Past continuous (was + VERB + ing) € Reads and recognizes 3 <sup>rd</sup> person singular € Suffixes: -s, -ed, -ing € Can/could: ability, probability, possibility € Used to € Sensing verbs that don't take progressive: see, feel € Modals: would, should, will Syntax € Tag questions € Subject + (BE) + VERB + ing + prep phrase € Compound sentences € Parts of speech: noun, verb, adjective € If clause: present, real Adjectives € Possessive forms € This/These, that/those € Comparison of adjectives € Many, much € A, an, the € More/most, less/least € Comparative/superlative: -er/-est Adverbs € frequency € manner € time and place WH- Questions € why, how Usage

			<ul style="list-style-type: none"> <li>€ ID literal vs. figurative language</li> </ul>
<b>MPS Literacy Strand Five:</b>  <b>Writing Process, Genres and Conventions</b>	<ul style="list-style-type: none"> <li>€ Label</li> <li>€ List</li> <li>€ Copy</li> <li>€ Draw</li> </ul>	<ul style="list-style-type: none"> <li>€ Simple sentences</li> <li>€ Write phonetically</li> <li>€ Sight words</li> <li>€ Common nouns</li> </ul>	<ul style="list-style-type: none"> <li>€ Compound sentences</li> <li>€ Vocab: word choice</li> <li>€ Sequence 3-5 sentences: beginning, middle, end (first, next, finally)</li> <li>€ Short narrative</li> <li>€ Short informational report</li> <li>€ Short response/retell</li> </ul>
<b>MPS Literacy Strand Six:</b>  <b>Listening</b>	<ul style="list-style-type: none"> <li>€ Follow along with single step verbal commands (common classroom activities)</li> <li>€ Verbs: be, have, know, tell, say, think, get, go, come, sit, stand.</li> <li>€ Respond to one-step oral common commands</li> <li>€ ID every day home and classroom objects (point/indicate)</li> <li>€ Match pictures to sentences</li> <li>€ Order pictures or sentences and read aloud</li> <li>€ Beginning, middle, end</li> <li>€ Respond to what is this/that, these/those</li> <li>€ Respond to WH questions</li> <li>€ ID opposites</li> <li>€ Minimal pairs: recognition</li> </ul>	<ul style="list-style-type: none"> <li>€ Order pictures of related sentences read aloud using ordinal numbers</li> <li>€ Order pictures of related sentences read aloud using transitional words (first, next, finally)</li> <li>€ Match person or tool with oral description of its function</li> <li>€ Match noun with verb</li> <li>€ ID activities from descriptions</li> </ul>	<ul style="list-style-type: none"> <li>€ Present real conditional (if/then) (if you hurt yourself, then you go to the nurse) (indicate via matching pictures)</li> <li>€ Demonstrate understanding of “going to”</li> <li>€ Select logical outcome/ending with modals will, might, could</li> </ul>
<b>MPS Literacy Strand Six:</b>  <b>Speaking</b>	<ul style="list-style-type: none"> <li>€ List everyday home and classroom objects</li> <li>€ Name characters and setting in a story</li> <li>€ ID features of illustration/photos</li> <li>€ List lexical sets, content-related nouns</li> <li>€ Single word imperative verb commands</li> <li>€ Single word response to WH questions</li> <li>€ Describe opposites with single word</li> <li>€ State name and phone number</li> </ul>	<ul style="list-style-type: none"> <li>€ Respond in complete sentences to WH sentences</li> <li>€ Use habitual present</li> <li>€ Complete sentences</li> <li>€ Imperative verb commands</li> <li>€ S/V/O sentence to explain function of objects and people</li> <li>€ Describe opposites in complete sentences</li> <li>€ Describe current activities using present progressive</li> <li>€ Minimal pairs: production</li> </ul>	<ul style="list-style-type: none"> <li>€ Use this/that, these/those in statements and questions.</li> <li>€ Talk about future activities using “going to”</li> </ul>